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The Teaching Impulse

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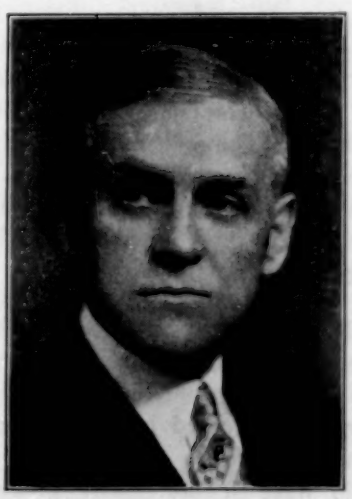
"Our first concern in teacher education should be the discovery of those plus-personalities, those choice spirits whose endowments predestinate them for intellectual leadership."

MY editorial taskmaster has proposed this query: "Whence comes the teacher's professional impulse?" Is it an inherited characteristic or is it a product of school and college?

I hold that it is a spiritual endowment. In those persons who have a pronounced teaching personality it manifests itself early in a variety of forms so that it is possible for the educational administrators to search out and discover those who have it. In plain shop talk the searching process is known as selective admissions. We would wish to select for admission to teachers colleges and normal schools those plus-personalities who have upon them the marks of the teaching afflatus. Our selective technic is still imperfect. Our diagnoses are not very reliable, but even so they merit consideration and use. We have objective tests but it is advisable to rely in part on subjective judgments. When such judgments are based on face to face meetings; when an experienced, mature, analytical technician searches the personality of the applicant, the result has considerable validity. The first and great desideratum is time for intimate conference between the examiner and applicant. In so far as this is possible, this process of selection is preferable to one that relies wholly on objective tests, whether you call them "intelligence tests," "personality ratings" or "trait indices." But even if our selective process is reasonably efficient, we cannot yet hope to draw into the teaching profession a sufficient number of specially endowed persons. Or to put it negatively, we cannot yet keep out the deficient, colorless personalities.

In practice, teacher recruitment is too frequently accidental, haphazard, non-selective. That is, our students in Teachers Colleges and Schools of Education are not consciously and purposefully selected by the professional faculties. There is a relatively small group largely self selected, of those who have the teaching personality, who have definite professional purpose from the beginning. This group "leavens the lump," sets the pace, gives such professional tone as the entire body may exhibit. A decided majority of the students, however, come without any evident spiritual qualities that would definitely set them apart for this special, professional work. In this unpredestinated group the professional spirit must be kindled during the period of preparation, a dawning purpose must be directed and refined, unadjusted personal qualities must be brought into correct focus. This is the fundamental problem of the school and college.



A. R. BRUBACHER

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Our confessedly mediocre success in teacher education is due to lack of agreement on the ends sought. Teacher preparation is conceived by some as training in technics, by others it is conceived as education without distinct emphasis on teaching technics. Each conception is imperfect without the other. If we aim at the properly adjusted teaching personality, both thorough education and teaching technic are necessary. Without such education even a skilled technician carries a barren personality to his work; without teaching skill the best personal qualities are ineffective. The better plan is that by which the personality is enriched, its powers quickened. The outcome

of teacher education should be a sound philosophy of life, social responsiveness, good taste in literature and the arts, correct standards of conduct, culture in its best implications, the habitual use of the scientific method in thinking and doing. If teacher education achieves these outcomes, the teaching skills can be quickly acquired.

The work of education and training will be more effective if we have a clear conception of the significant characteristics of the teaching personality. I believe they may be listed in the order of importance as follows: Intelligence, purposefulness, dynamic leadership, emotional stability, intellectual balance or integrity. This is to be sure not a complete list and will not be accepted by everyone but it is a good enough basis, I believe, for effective teacher preparation. The problems of the Teachers College resolve themselves largely in terms of this analysis.

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Low intelligence is an irremediable deficiency in the student. The deficiency manifests itself in all the ordinary learning processes of the college course and becomes a major handicap in applying the teaching technics. Low intelligence is identical with lack of resourcefulness. For such individuals, therefore, method is the *ne plus ultra* of the training process, method laboriously learned, slavishly imitated and followed. For this person of low intelligence, then, training rather than education is the important phase of preparation. Our present status as a profession is what it is because our recruits keep coming so largely from the lower percentiles of high school scholarship while the upper scholarship groups are attracted by the liberal arts colleges and by other professions and occupations. It is a hopeful sign that the Teachers College in its brief history has exhibited a tendency to attract the higher intelligence groups. When we get a more intelligent, more resourceful student, we shall be justified in placing greater emphasis on education rather than training. It is safe to predict that in that happy day, the more intelligent person will speedily develop his own method and will boldly refine the method observed in other, even in master teachers.

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Purposefulness is an outstanding characteristic of the good teaching personality. When such purposefulness becomes conditioned and intensified by knowledge of teaching and learning processes and by an appreciative understanding of educational ideals, it becomes professional purpose. The Teachers College program is chiefly concerned with these conditioning factors. By laying the foundation for the teaching and learning processes in sound scientific procedures, the college will clarify the existing purpose and will succeed in stimulating it in many who may have been relatively unconcerned. By themselves these procedures are superficial indices of teacher education. Far more significant is the building of education ideals. That person has professional purpose who sees in education an instrument by which he may liberate his own mind and the minds of his students from prejudice, ignorance, intolerance, vulgarity, selfishness, greed; who is eager to use education as a means of social betterment; who believes that he can by the educating process, bring light and leading to his people; who is eager to make himself effective as leader and teacher in behalf of those who need him. The Teachers College must be the touchstone by which professional purpose is purified, directed, intensified to the point where teaching becomes a high calling.

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Dynamic personality is the inevitable accompaniment of professional purpose. It can be nurtured and guided by the college, but it cannot be created in those who have it not. The greater obligation consists in convincing those who lack, that they should not enter the teaching field. The derelicts of our profession are the colorless personalities, the inconsequential persons whom a non-discriminating public regards as "queer." Here belongs "the timid soul" who cannot maintain discipline; the reserved, retiring, unsocial person; the "yes" man and woman; the imitator; the cringing, fawning, effeminate "man-teacher"; the mentally inept woman-teacher. These persons are a total loss to the profession. They exhibit a sort of professional infantilism that brings our guild into public disrepute.

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Emotional stability is probably the most dependable mark of the successful teacher. The erratic person is the bane of our profession. From this category come our professional misfits and failures. And this emotional instability usually manifests itself in those who are maladjusted, who are not balanced personalities. These persons are sufficiently off normal to be out of place in the educational field. Here belongs the neurotic teacher who nags and irritates her pupils; here belongs also the principal and supervisor whose erratic demands destroy the esprit de corps of the teachers; the superintendent who cannot win and hold the respect of his community. Emotional instability and personality imbalance do not usually respond to remedial measures. The college can do little or nothing for them. For the good of the profession and for the welfare of the individual, these persons should be eased out of the teaching field wherever they may be found, whether in the period of preparation, during practice teaching, or in actual service.

And so I conclude, Mr. Editor, that our first concern in teacher education should be the discovery of those plus-personalities, those choice spirits whose endowments predestinate them for intellectual leadership. To these we offer a thorough education by which they

may grow in cultural grace and professional artistry. Our second concern is determined for us, by the force of circumstances. So long as we have the mediocre students with us, it will be our duty to offer them as much education as they can absorb and to train them to the highest degree of efficiency of which they are capable.

Let us remember that professional character requires time and experience to attain full stature. It is at best an incipient manifestation in the early years of service. Consider, then, the effect on teaching as a profession, the fact that so large a number of well prepared teachers do not teach long enough to make it a career. Men too often use teaching as a stepping stone to more gainful pursuits; women teach until marriage interrupts their career. It would seem that teacher education is a wasteful process since we spend so much effort in nurturing and stimulating the teaching impulse in those who will not teach long enough to make teaching a career. I look forward confidently to the time when teaching will command practitioners whose teaching impulse will eventuate in a professional career.

Do People Want to Be Educated?

By BARTON MORGAN
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THE question of whether or not people really want to be educated is fundamental. It has a very direct bearing upon both curricula and methods; it is an important consideration in determining the advisability of providing educational opportunities for out-of-school youth and for adults; it affects the problems of management and of guidance.

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Running back through the pages of educational history, we find both parents and schoolmasters holding the view that children did not want to be educated. The old idea was that nothing was intellectual that did not come hard. Poets expressed the prevailing sentiments in lines like these:—

"The charcoal frescoes on its walls;
Its door's worn sill, betraying
The feet that, creeping slow to school,
Went storming out to playing!"

Even today, cartoonists and joke-smiths find this supposed dislike for learning a popular target for their darts. Indeed, teachers have been known to declare that the chief vice of boys and girls is laziness; that they do not want to learn.

Going back to our history of education again we find Pestalozzi saying: "So I place before my children for their study the things with which they must work in their every-day lives. These, I find, are just what the children want to study and as they study them they are no longer the dull, rebellious, or mischief-making creatures that we commonly consider them, who must be fought, repressed and driven. They are active, kindly creatures with which I work in sympathetic happy manner."

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Turning to Thorndike for an answer to the question "Do People Want to Learn?" we read: "It is as instinctive or 'natural' for certain men to enjoy the unforced exercise of thought and skill as to enjoy food, sleep, companionship, approval or conquest."[1] Again in Thorndike we read: "The element not hitherto listed may best be named the love of sensory life for its own sake. Merely to have sensation is, other things being equal, satisfying to man. Mental emptiness is one of his great annoyers." Morrison says: "Given the material to think about, a method of thinking, and a motive for thinking, any normal individual will think."

If Pestalozzi, Thorndike, and Morrison are right, why do so many pupils hate school? It is interesting to get the view of Charlotte Mason of England on this question. She says: "But so besotted is our educational thought that we believe children regard knowledge rather as repulsive medicine than as inviting food. Hence our dependence on marks and prizes, athletics, alluring presentation, any jam we can devise to disguise the powder. The man who willfully goes on crutches has feeble incompetent legs; he who chooses to go blindfold has eyes that cannot bear the sun; he who lives on pap-meat has weak digestive powers, and he whose mind is sustained by the crutches of emulation and avarice loses that one stimulating power which is sufficient for his intellectual needs. This atrophy of the desire of knowledge is the penalty our scholars pay because we have chosen to make them work for inferior ends."[2]

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Do people want to be educated? It seems that they really do. Let us, therefore, treat them accordingly.

1 Thorndike, Educational Psychology, Volume I, pp. 141 and 143.

2 Mason, Charlotte M., An Essay Towards a Philosophy of Education, Kegan Paul, London, 1925.

School Size and Red Tape

By N. C. KEARNEY

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The larger school organizations have their advantages—but the odds are not all in their favor.

THE administrative organization of the average small high school is not as well defined as that of a large school. The writer likes to listen and learn as he accompanies successful superintendents through the large school systems whose destinies they supervise. The practices and techniques that have been devised to insure smooth and efficient operation demonstrate again and again that the ingenuity of man when challenged by the complexity of a purely mechanical problem soon reaches a solution. There are offices for nurses, deans, mental testers, principals, guidance experts, child accountants, librarians, supervisors, coaches, building supervisors, curriculum experts, cafeteria managers, board committees, and many others. There are charts in the superintendent's office that outline the system in terms of who is responsible to whom and at the top (so that no one will forget) is always found the board of education and the people of the community. A glance into the storage cabinet belonging to the superintendent's secretary reveals a bewildering array of blank consent slips, excuses, passes, circulars, bulletins, forms, rules, inventories, vouchers, receipts and requisitions.

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This enumeration has been made with sympathetic understanding and approval. It is only through the delegation of authority and the correlation of various departments that a large school system can be efficiently managed. The trouble is that since large school systems are generally well administered, a certain amount of virtue or value has come to be identified with the techniques by which efficiency is maintained. As a consequence, there has become evident a tendency to judge the efficiency of school systems by the amount of red tape and administrative detail that is discoverable in them. The sad result of this tendency has been to put the cart before the horse. Administrative detail has value only insofar as it contributes to the achievement of the desirable aims and objectives of the school. A few years ago the writer made a survey study of compulsory school attendance in Minnesota and discovered that some schools with but four or five teachers and a hundred pupils had set up complicated systems of pupil accounting records patterned after the large metropolitan centres. At the same time the administrators in some of these systems reported that they seldom communicated with other districts when pupils moved away, and that the other districts seldom wrote for verification of verbal data furnished by those who moved! The point is that complicated administrative machinery is often set up when it is not needed or efficiently used.

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Large school systems are desirable because rightly administered they are economical, they tend to equalize educational opportunity, they equalize the tax load and lead to better tenure, they are able to pay better salaries, they often provide for research, and they engage specialists for special services. Small systems are to be deplored because they chop up the educational map into inequalities due to localized wealth and population. Tenure in the very small schools is often precarious and salaries are low. Each teacher must be a "jack of many trades" to perform the day's duties.

After these concessions have been made, it still remains true that large school systems have problems to solve as a result of their size that are unknown in the small schools. Let us take as an example the problem of guidance. The schools in the large communities are rapidly assuming the responsibility for guidance of some sort and the best of these systems have accomplished a great deal. Comprehensive bookkeeping systems have been devised which record health, scholarship, achievement, intelligence, and home background. These accompany the child on his journey through school. When the new home-room teacher and the various special teachers feel the need of so doing, they get these records and look up the case history. They keep the records up to date, and in time a very valuable record is built up. When psychiatrists and trained advisors are hired to deal with problem cases these records are of value to them, and the contributions which they in turn make are of help to the rest of the staff.

Contrast this with the situation in many small progressive schools. Small schools are also adopting cumulative diagnostic records, but here they are used merely to supplement a store of knowledge that is already very complete. The teacher is familiar with the homes, the companions, the interests and the difficulties of the children even before they come under her supervision. Particularly is this true of the teacher who has held her position for some time. The strongest argu-

ment for teacher tenure in the small community is the great contribution a continuing teacher can make to the solution of the problems of the individual children. Her children are not lost in a great maze of classrooms in school and on busy city streets out of school. She is of them and with them in their complete school and community life. No complicated checks and records are needed with the offices of the district attorney or the judge of probate to inform her when one of her children is caught stealing candy or toys during the Christmas rush, and she knows without a detailed report from the visiting teacher what the home conditions are, the privations and lack of opportunities and other pertinent information.

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Another contrast between large and small schools may be seen in physical education programs. In large schools comprehensive records are necessarily kept to insure the efficient functioning of the physical education program. These include health record cards, physician's permits to play interscholastic games, the results of physical tests of various kinds, age-weight-height data, scholastic eligibility and many others. The work of the physical education department must be (or should be) correlated with the work of the school nurse and the attendance service and the principal's office. Finally, within the department a schedule is drawn up which gives each boy and girl a specified amount of exercise on certain days generally amounting to about three hours per week. This exercise is rigidly supervised by physical education teachers who may teach rhythm, calisthenics, gymnastics, competitive games, or whatever their interest or training may dictate. Intramural programs are built up at great expense of time and effort and have for their objective the extension to every able boy and girl of the privilege of participating in competitive athletics.

"A school should not be judged by its size nor by its complicated machinery. . . . The criterion should be the service the school renders to the pupils it enrolls. This cannot be determined by visits to the offices nor by an inspection of the machinery and red tape."

The small school does not need the same complicated administrative machinery to run its physical education program. Physicians' permits are necessary every place, and eligibility provisions are often forced on schools although if enforced they are obviously unfair to mentally retarded pupils. Not only during school hours, but after school and on holidays the "coach" will be found with a group of pupils—boys and girls, whose problems are known to him. A much larger proportion of boys play on the regular "varsity" teams in the small schools, and competitive athletics are provided as a matter of course to all eligible boys. The coaches in two small Minnesota towns contrived a plan to give all boys who desired it a chance to play in competitive interscholastic athletics. Teams were selected on the basis of weight, and visited back and forth through the winter months, each coach assuming supervision of both teams while they were in his school. This plan provided an opportunity for clean, active, friendly competition for these subvarsity towns which play with no fan-fare or publicity, and with but few spectators. In all these activities in the small school the coach is close to the pupil and his problems, and the lack of a complicated program of "red tape" and records is no handicap to the work.

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Large school units are in a position to do things for pupils that are impossible in small fiscally independent districts. Research departments set up to clarify and supplement instructional programs in the school rather than for the sake of research itself are good examples of this service. The wonderful work of Dr. Morenus (M.D.) with mentally retarded pupils in Detroit is an example of this type of work. Dr. Morenus was not satisfied with the broom and brush making and weaving and other busy work that is traditionally offered the mentally retarded pupils in opportunity rooms that are the common answer to this problem. By careful diagnosis, he began to discover the physical basis of such deficiencies and then to attempt to treat causes.

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Teachers and supervisors learned to think in terms of metabolism tests and thyroid deficiencies, and seeming miracles were worked in some cases.

The intent of this rambling discussion has been to clarify the educational atmosphere concerning some material considerations where school efficiency is concerned. A school should not be judged by its size nor by its complicated administrative machinery. Many administrative devices are built up merely to overcome the handicaps of size. In certain particulars the small schools can accomplish as much as large schools with less effort, because of the peculiar advantage of being small, if they have teachers who are clever enough and ambitious enough. In other cases, the advantage lies with the large schools. The criterion should be the service the school renders to the pupils it enrolls. This cannot be determined by visits to the offices nor by an inspection of the machinery and "red-tape." It can only be discovered by careful visits to the various units of the school and by an evaluation of what is found there in terms of the problems which the pupils face and the help that is being given them in their solution.

Why *Other* Teachers Fail

By LEWIS H. CHRISMAN
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Buckhannon

No teacher can succeed who is asked to do the impossible or to work under impossible conditions.

LAST fall I wrote an article on *Why Some Teachers Fail,* which appeared in the Journal of Education, October 1, 1934. Among the letters which I received concerning it there was one of which I have since thought time after time. It was from a young woman in the Middle West, a college graduate who lost her position at the end of her first year of teaching and had been unable to secure another. The gist of her plaint was: "You said nothing about those teachers who fail because they have to work under conditions which make success absolutely impossible." When I read the letter for the first time I thought, "Here is another alibi of some disaffected failure." In the course of the years one hears so many labored excuses for ineffectiveness that he is inclined to become dubious in regard to any of them. If I meet one of my former students who has entered the teaching profession and he inflicts upon me a diatribe about the impossible conditions under which he has had to do his work, I at once become suspicious. It may be that he will enter into a disquisition about the general stupidity of the community, its lack of educational background and the low order of intelligence of his students. Or his sorrowful story may have to do with the incapacity of the superintendent, the limitations of his colleagues and the complete disorganization of the school system. I have long since learned to discount most of such harangues as efforts to bolster up the waning self-confidence of someone who has failed to measure up to his responsibilities.

Yet when all possible has been said about the tendency of the pedagogical bungler to attempt to place the blame of his own futility upon somebody else, the fact remains that every year hundreds of teachers fail because they have not even a fighting chance to succeed. As I look back across the years, I think of the case of Mary Jane. She was of average intelligence, but much above the average in attractiveness of personality, interest in things of the mind, and a desire to co-operate enthusiastically in any piece of work assigned to her. I recommended her without the slightest hesitation to the superintendent of the schools of a small Middle Western city as a young woman who would make a good English teacher in his high school.

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The rest of the story is very different from what I expected would be its outcome. She entered upon her duties with characteristic enthusiasm, after having given all of the preceding summer to immediate preparation. During the following months I saw her once or twice in audiences, but did not get a chance to speak to her. She looked tired and nervous. Her mother told me that she was worried about her. She believed that the girl was working too hard. In the early spring I met the superintendent and was about to ask him how my recommendee was succeeding. I did not get any chance to formulate my question. As soon as we had exchanged greeting he began: "You recommended Miss Doe to me, didn't you? The next time I want an English teacher I am not going to pay any attention to your recommendations. She is a complete flop as a teacher. I can't think of keeping her another year." Although I had been afraid that all was not going well I could hardly believe my ears. There had been other cases in which those I had recommended had failed to measure up, but I had had considerable confidence that Mary Jane would at the worst make a reasonably good teacher.

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A month or so later I visited the community in which Mary Jane was making her failure, and obtained the facts of the case. I visited one of her classes, and found conditions chaotic. The teacher was nervous and confused, the class inattentive and inclined to be disorderly. That she had no grip upon the situation was evident. What was the trouble? The main difficulty could be summarized in the word "over-work." This teacher had five periods a day of teaching, and one in charge of a study hall. This was a sufficiently heavy load, but it was only part of her burden. As teacher of English she had over-sight of the school paper and coached two plays a year. As the superintendent at the beginning of the year had told his teachers that he wished his staff to take part in the life of the community, when an invitation came to teach a Sunday School class, Mary Jane had not thought it wise to refuse. But this is not all. The superintendent was young, excessively ambitious and extremely up-to-date.

He was doing work upon his doctorate, which entailed many experiments. These gave his teachers hours of additional work, especially in grading papers. This teacher failed because she had to work under conditions which precluded effective teaching.

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This may be an unusual case. It is easy to get information in regard to the teacher's classroom load, but it is considerably more difficult to secure data concerning all of his responsibilities. It most certainly is true that anybody who has had the opportunity of observing educational life from the inside can recall many instances of teachers being required to carry impossible burdens. Some years ago I traveled some miles on a train with a man who had just been elected to a college presidency. He was telling me of what he was going to expect of his professors. First of all, they were to be good teachers. He wanted men who above everything else would be effective in the classroom. In addition they were to be, as he expressed it, "live wires" in the community. He also desired them to be factors in the educational life of the state and in this connection was particularly anxious that they should possess some platform ability. He believed in scholarship, and the tenure of each professor would depend upon his ability to publish at least two annotated scholarly articles each year. This appeared to be all but later in the conversation he told me that his professors would be expected to be regular in their attendance at games and other college functions. Whether he succeeded in finding his faculty of small-salaried supermen I never discovered. Needless to say this executive had had no teaching experience. I am, however, certain that college professors teaching under an administrator of this type would be expected to accomplish the impossible.

"As a rule not enough stress has been laid upon the hygiene of teaching. In speaking of his father Matthew Arnold has used the noble phrase, 'radiant vigor.' There is no characteristic which counts more in the classroom than a vigor which radiates. A depleted vitality has been responsible for an untold amount of poor teaching."

This is no defence of the lazy teacher. Neither is it a plea for the six-hour day in the teaching profession. Any teacher who is worth his salt puts in a rather long day. His interesting, variegated life should probably contain double the number of work hours of those of the men who are breaking stone on a government road project. It can, nevertheless, be said with a high degree of assurance that any educational institution or system that is so conducted that its teachers do not have ample time for study is making intrinsic failures of them. No teacher can amount to much pedagogically who is living upon the intellectual capital of his college or graduate school days. Yet too frequently the pressure of exceptionally heavy burdens prevents him from keeping himself intellectually alive. He can become so tangled up in educational machinery that he loses the power to teach.

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As a rule not enough stress has been laid upon the hygiene of teaching. In speaking of his father Matthew Arnold has used the noble phrase, "radiant vigor." There is no characteristic which counts more in the classroom than a vigor which radiates. A depleted vitality has been responsible for an untold amount of poor teaching. A tired teacher is never a good teacher. The teacher who sits up until the morning hours with a wet rag tied around her head, drinking strong coffee in order to keep awake while she grades pile after pile of papers is certain to be ineffective when she meets her classes the next day. The school system which insists upon its teachers making slaves of themselves in order to do work which is often entirely futile is missing the main point. It is sacrificing the real values for the formal, the pedantic and the worthless. The teacher has a right to have a chance to go before the class with plus vitality. Real teaching demands this and considerable more.

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But not all the bricks in a wall can be touched with a breath. Every truth is but a half-truth. Inordinately heavy burdens of work are not the chief cause of inefficiency on the part of the teacher. Many other factors could be taken into consideration. Not least among these would be the influence of the deintellectualizing life of Main Street, whether it be in Zenith or Gopher Prairie. The desire to be highly regarded by one's associates is a deeply imbedded human trait, and the activities which make a person popular are sometimes factors in making him a failure as a teacher. Unfortunately there are still communities in the United States where the student is sneeringly referred to as a "hermit" or a "book-worm." The major problem of the teacher is to conserve his time, energy and ability for the things which really count. The forces which militate against this, whether in the school or outside of it, are responsible for innumerable failures.

"One of the greatest benefits that education can help to achieve is the keeping alive of the ability to laugh."

—John Morris Dorsey.

The Green-Eyed Monster

By GARRY CLEVELAND MYERS

MISS ENGLE is a second-grade teacher. When the present term began, many of her children of last term, now in the third grade, came to her room before or after school to see her. They told her how they wished she were to be their teacher again. Some said they didn't know how they ever could like the teacher they must have this term. A few described traits in the new teacher which they didn't like. Did sweeter or more welcome words ever fall upon Miss Engle's ears? Although she hardly said a thing to these adoring children against their new teacher, she probably said nothing in this teacher's favor. Her silence, gestures and demeanor betrayed her wish that they might go on to make her feel superior to her successor. Miss Engle did the human thing, of course, and her deeper promptings were not highly ethical.

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Now if Miss Engle were able to rise above her selfish urges, and had in mind the welfare of those children, she would set about to try to make them see the virtues of their new teacher and help them gain for her as strong affection as they had acquired the term before toward herself.

This human frailty exemplified in Miss Engle, bad as it is, is not nearly so perilous to the morale and mental health of the children in the second grade as it would be in the junior or senior high school. The dramatized comparisons in the early grades take place at long intervals. But when a group of children have several teachers, and go from one to the other every day, jealousy among these teachers has more stimulation.

Now jealousy is a universal trait. It is an uncomfortable feeling which seizes one when some other person gains attention or approval which one strongly covets for one's self. Subtly lurks this feeling in the heart of every teacher, to some degree at least. Could it be photographed, what lurid scenes it would present in a teachers' meeting, for example, when a certain teacher is commended by the principal for some achievement, right before all the rest; or when a teacher reads an announcement from the bulletin board of a distinction won by his colleague!

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When you are suffering from jealousy—and you often may be without knowing it—you will do all sorts of things to gain relief therefrom. The most primitive and usual response is to speak disparagingly of the person who seems to gain the approval which you coveted. Human nature playing safe, will often prompt one to exalt one's self by depreciating others.

With these psychological principles in mind, you and I can understand why so many teachers will belittle the subject field of another teacher, and right before his students; and still worse, will stoop to make uncomplimentary remarks about this other teacher himself.

Listen to a group of junior or senior high school youth leisurely discussing their teachers, and you will soon have many samples of these frailties. Get into the confidence of one of the adolescents who is a keen observer of human nature, and he will readily supply you with abundant data bearing on this psycho-professional problem.

Almost any junior or senior high school student will, or can, tell you of a music or gym teacher, for example, who will speak slightingly of all or certain of the academic subjects; or of a teacher of Latin or mathematics who will often try to show the wastefulness of music and athletics. The offender's motive, unawares, is to exalt his subject and himself by running down the other subjects and their teachers.

An occasional teacher may, however, gain marked popularity with his students for a while by setting himself up as an adverse critic of a number of other teachers or the school's administration. He poses as a man of courage, "saying what he thinks." Yet he rarely or never wears well. A certain lad having finished college, returned to school to visit the teacher who in junior high school had been his ideal. Later this young man remarked: "I regret that I went back. He lacks the courage, sportsmanship and integrity I once thought he had. I see now that my former measure of him was mistaken."

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Parents from different sections of the country have written me that their adolescent children often will refer to these jealous attitudes among their teachers. Some of these parents reveal deep personal concern, saying that their child's morale is being seriously impaired. One must wonder about the ethical effect upon these youth and the impairment of their faith in human kind in general. In addition to the perils to the ideals of these youth are the hazards to their mental health. The disintegrating influence on the personality and character of the offending teacher must, moreover, be almost irreparable, not to say anything about the loss to the profession.

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Can anything be done about the problem? Yes. But correction will not come through mere exhortations and executive decrees. It will arrive only after the teachers are themselves aware of the psychology involved, when they comprehend the subtle

promptings back of jealousy expression, and set out to look objectively upon their own behavior. They will feel an added urge to make this study of themselves once they have observed the perilous effect of jealousy expression by teachers upon the adolescent student and upon the teaching profession.

There is, of course, some danger that a teacher will set out to observe and analyze the evidence of jealousy in his fellow teachers without looking at like evidence in himself. In consequence he might easily grow cynical and intolerant of his colleagues, and assume a self-righteous attitude toward them. But if he only will be humble he will readily discover that the human frailty involved is common to all persons, therefore to all teachers—only a matter of degree. He will find that the best plan is to work first on himself. He also will discover that the opposite to this fault is a genuine culture and refinement, revealed through highly sensitive regard for the rights and feelings of others. The term *sportsmanship* will best apply to his objective, provided, of course, he will generalize it to wide relationships, especially with his colleagues. Then after he has striven long and diligently with himself, he can still expect that some jealousy will linger in his breast. Nevertheless, he will have the satisfaction that his ideals and self-mastery are making gains.

Let no one delude himself about jealousy. We all experience it to some degree at times, as surely as we live and breathe.

A teachers' meeting might profitably be devoted to a psychological discussion of this matter.

Visiting Schools in West Africa

By L. H. PUTNEY

Boston

Again circling the globe for Little, Brown and Company, Boston, this veteran traveler finds the educational flame burning in dark lands.

WEST AFRICA is a rather indefinite term. Ask a steamship man and he will tell you that it means that long stretch of country reaching from Spain's sandy portion of the Sahara, known as *Rio de Oro,* to and including *Angola,* or "Portuguese West Africa." If you hug the shore closely the distance is more than 4,000 miles.

Look at a map of West Africa. Does it not make you think of a piece of patchwork with all its irregularly shaped blotches of color? Each of them represents an English, French, Belgian, Spanish, or Portuguese colony, or that *opera bouffe* of a nation to which Uncle Sam was daddy—*Liberia.* Of all the European nations, France has been by far the largest landgrabber. Repeating her American performance of two hundred years ago, she has laid claim to all of the interior north of the Congo River, and thus confined the British and others to relatively small areas along the seaboard. But she has not stopped with this, for a study of the map shows French colonies touching the Atlantic in no less than four places.

From a physical standpoint West Africa is a land of marked extremes. In spots the coastline consists of high mountains, which reach their climax in the *Cameroon Mountain.* This is situated in that portion of the old German colony of the same name which is now being administered by the government of Nigeria under a mandate of the League of Nations, and in such a way as to indicate permanent occupation. Elsewhere the coastline is made up of lowlands. From *Cape Verde* south these usually are jungle-clad and fringed with marvelously beautiful beaches. To this there is one notable exception, the *Delta of the Niger,* which reaches almost from *Lagos,* the capital of *Nigeria,* to old *Calabar* at the mouth of the *Cross River,* farther than from New York to Norfolk. Here the coastline consists of impenetrable mangrove swamps that extend inland many miles. Through them flow deep creeks that connect one mouth with another, until from the air the entire delta looks like a piece of lace.

Although in places the Niger creeks are so narrow that vessels must drop their stern anchors in order to get around the bends, they are very important commercially. The Niger empties into the Gulf of Guinea by no less than eighteen mouths, but vessels may enter only three or four of them due to the dangerous sand-bars which have formed at the entrances to the others. In the upper part of the delta all the streams are bordered with forests that produce the "palm oil nut" which supplies soap makers with much of their grease. Every season dozens of ships visit the "Oil Rivers" to load this grease, and it is only because of the creeks that they are able to reach many of the shipping points.

Generally speaking there is much sameness to native life in West Africa, in spite of the fact that many different tongues are spoken by the natives. Everywhere there is a notable absence of things cultural. Even the handcrafts are pitifully crude.

Life goes on much as it has from time immemorial, except in the coast towns and in the larger centres of the interior where the influence of the Europeans has made itself felt, especially in the dress of the natives and in the utensils and implements used by them.

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Education in West Africa means almost wholly native education. Except in a few places like *Dakar* and Lagos, there are very few schools for white children. This is because the white population of the country is so small that there are comparatively few white children, and most of them when they reach school age are sent back to the country from which their parents came and put in boarding schools there.

It is safe to say that had there been no missionaries in West Africa there would be little native education. For a long time the missionaries were the only persons in the whole country who took any interest in bettering the lives of the blacks. Now, however, practically all the West African lands have education officers, but in some you cannot escape the feeling that too much money and time are wasted on red-tape, which makes possible a lot of well-paid jobs for "favored sons from back home."

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Nearly everywhere the bulk of native education is still being carried on in mission schools or their outposts. The number of real "government schools" is small, even in such colonies as *Gold Coast* and Nigeria. This is due to lack of funds with which to provide and equip buildings, for quite generally the authorities agree that government schools are the most satisfactory. In the Gold Coast the director of education frankly admitted that once a government school is opened it invariably is preferred by the natives. Missionary propaganda notwithstanding, what the African wants is education, not religion. To get it he will go through the form of accepting religion, but at heart may care little for this, and consequently whenever a government school becomes available, he is quick to transfer his allegiance.

One serious objection lodged against the mission schools is that their religious teachings usually are opposed to certain native customs. For example, they teach that polygamy is wrong, although even in the English colonies there is no attempt to interfere with its practice, and many of the chiefs have large retinues of wives. The result is that the children often return from school with disrespect for the chiefs. The seriousness of the situation lies in the fact that the government is still depending on the latter to exercise control over their people.

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Except at the larger missionary institutions and the government schools, educational facilities are very crude, but even so the buildings are usually vastly better than the others in the village. As a rule, they are made of mud and wattle, and are roofed with thatch or with sheets of corrugated iron. They are furnished with the most primitive type of benches and desks, not so unlike what was found in negro rural schools in the South two or three decades ago. More and more, however, they are being supplied with little individual desks made out of the wooden boxes in which "case oil" or kerosene is shipped to Africa. Each such box is just big enough to hold two large cans of oil, and when stood on end and supplied with a shelf made from the cover, it makes as convenient a desk as any West African pickaninny could ask for. It also has another great advantage —it is easy to take out-of-doors for cleaning.

Most of the educational work in West Africa is being carried on by native teachers under white "supervisors," but I fear that very often the supervision is mostly in name, for comparatively few of the missionaries have been trained in education. Moreover, the areas are so large that even a qualified supervisor would find it difficult to be of much service to any individual teacher. Fortunately, in nearly all the larger colonies there is one or more secondary school, usually called a "college," where native teachers are being trained. A few of these offer courses of real college rank, but you might not think this were you to visit them, for, like so many American colleges fifty years or so ago, their large primary departments completely overshadow the upper classes.

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I fear that in some of these institutions there is a lot of wasted energy. You only have to look at the books on sale in the bookshops to realize how closely the courses of study follow English and Continental traditions. In spite of the fact that the West African of today has about as much use for Latin and philosophy as a cart has for a fifth wheel, judging by the books you see, both subjects must receive considerable emphasis.

In the suburbs of Lagos is a college with brick buildings that would do credit to many similar institutions I know in the United States. The business people of Nigeria complain bitterly of its cost, and when you visit the place you cannot escape the feeling that there is justice in their complaint. It was with some shock that I saw a young master from England out on the tennis grounds teaching an African how to play the game. I wondered just what good the instruction would be to the fellow when he got back to his village.

You see many amusing things as you poke around these West African schools. At a girls' primary school in *Conakry*, the capital of *French Guinea*, and a city so embowered in trees that its electric lights are almost completely hidden from the anchorage at night, I saw a child who

was perhaps ten years old doing penance vile for some misdemeanor. She was kneeling stiffly in one corner of the room and had her hands folded in front of her.

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From what I observed, I would say that in West African schools much of the reciting is done in unison. You can often detect the approach to a school long before you see it by the murmur of many childish voices, all pitched in a shrill note. In one French colonial town I visited a primary school where the children were learning the sounds of the French letters. Under the leadership of

(Continued on Page 400)

All in the Day's Work

By FRANCIS READ

A High School Principal

Costly Experience

A girl who was graduated here several years ago has just left my office. This young woman has sought my advice on many matters and I have taken much interest in her. At my suggestion she prepared herself for teaching a rural school. She has just completed her first year of teaching.

In these times people have to take what they can get, and the best this girl could obtain was a small country school in a remote section. I was amazed as I listened to her experiences. She received but twelve dollars a week and her wages came at irregular intervals. She had to pay six dollars a week for her board. She lived in the best home in the community, but conditions there were terrible. A big repulsive boy in the family kept making advances to her. She had to walk in all kinds of weather a mile to and from her school. She had few books or supplies and the children were dull and under-nourished.

The girl stuck to her job until the end of the year. Her superintendent appreciated her work, and she now has a better school.

If children in a place like this cannot be transported to larger centres, then married teachers should be employed who could establish homes in which to live. It is too much to expect a bright wholesome girl to serve a teaching apprenticeship in such a community. We must not sacrifice a good teacher for the sake of a poor school.

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The Hold-up Teacher

"I would like to make an appointment to see you in the office some time this afternoon, if possible. I have a list of things I wish to discuss with you," one of my ablest teachers said to me today. We set the time at three o'clock. She came at the appointed hour, and we took up one by one the different items. The conference was highly satisfactory. We had time to discuss everything in a quiet and careful manner.

It seems impossible, however, for many teachers to come to the office for a conference. I recall a former member of the faculty, a woman admirable in many ways, one who had had a long experience, who would accost me on some important matter nearly every time she met me in the hall. If I was in a hurry, I had to dodge her. "Mr. Read, what would you do in a case like this?" she would burst out. And then she would begin a long story and almost insist on an immediate answer.

No one wants to answer important questions in haste when his mind is on something else. Teachers who wish the highest standing with their principals should use a little system and formality when taking up with him important matters pertaining to the work of the school.

Pedagogical Pennings

By R. L. HUNT

No. 2—Lady Macbeth

LEST some one may object to having his wife referred to as Lady Macbeth, an explanation is made. The idea originated with a superintendent friend of the writer's back in the days when we were both acquiring credits and writing our Miserable Articles (M. A. Theses). Each of us felt that we should be out producing instead of consuming during the summer months. Each of our wives thought differently, and we did as we pleased, according to their directions. Each penned a note to his Lady Macbeth after the final tests were stored in the archives of the College.

The same urge kept the writer in the credit chasing race until the next alphabetical test was mastered. Lady Macbeth is the correct title, for if it had not been for the encouragement and near demands the work would still be in the process of completion.

While the above cases may not be parallel with many school men, few would be where they are today if it had not been for the other and better half of the household. Yet, how many give the ladies due credit? If most husbands had the confidence in themselves that their wives have, there would be fewer failures among the masculine pedagogues.

Due credit is given boards of education, parents, students, teachers and custodians, but space is seldom devoted to the real power behind the throne. If our ambition matched that of our wives for us, we would go places and do things in a big way. Yet, we not only accept but take the whole credit for our success, and blame the weaker sex for our failures.

Why not remember, as school men, that there are other duties than criticizing, faultfinding, and accepting credit for things achieved, and give the Lady Macbeths a glad hand.

The Teacher and the Times

A NEW DEPARTMENT IN WHICH
THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

Education's Third Stage

THE most antiquated thing in education today is the school or classroom where nothing else is considered so important as scholarship. How many we still have of such schools and classrooms would be impossible to say. But they are far too numerous.

The school or classroom that is at all modern has progressed to the point of giving attention to the individual child or youth as a human being or personality, not merely as an object with a brain which must be taught to remember and to think. Personality has properly come to be regarded as of vital importance. Study of personality and its development has many times resulted in removing the impediments to mental growth; enabling the seemingly dull child to gain a higher rating in intelligence and studies. This is a great advance.

But there is still a third phase of education which may not safely be neglected. That phase is character. Personality in its complete flowering probably implies good behavior toward one's associates. But all too often that which passes for a well-developed personality is in fact utterly self-centred and self-seeking. Instruction which appears perfectly suited to the needs of an individual may be quite unsuited to fitting that individual to live with others on a plane of fairness and mutual consideration.

To possess character, one must not so much be master of a set of rules as be mindful of the rights of others.

Character is a way of life. It is a habit of looking beyond one's own personality and personal well being to the effects of one's conduct upon the well being of others.

The common schools have given most Americans a common education. A common education should mean an education equipping men and women to consider the common interest in their every-day choices of what to do and what not to do.

The main justification for the study of social and political problems and the events and trends of these times, is—not that it cultivates an ability to talk with intelligent and well informed people—but that it cultivates a habit of thinking beyond one's own little self to and about that larger self to which we all belong.

Until character—in this sense of social thoughtfulness—becomes the well-nigh universal possession of mankind, civilization rests on shaky pillars.

The Spending Spree

BILLIONS of dollars are being spent by the Federal government. Administration leaders and those who support the New Deal argue that such expenditures are necessary to put the country on its feet again. They declare that the future will readily take care of the debt which is now piling up.

Opponents of the New Deal express alarm over the prodigious spending. They refer to it as a form of political racket; a wholesale effort to buy votes to keep the Democrats in power. These foes of the New Deal claim that the elaborate program of regulation and alleged wastefulness perpetuates business uncertainty and thus retards recovery.

These are serious charges. There is behind them, to be sure, a certain element of fear that the privileges hitherto enjoyed by the rich—the banker, the big corporation, the millionaire—will be curtailed.

The citizen should try to see through the thin spots of the arguments on either side, and to judge for himself what the New Deal has done and is doing. Traditional membership in one party or the other ought not to obscure judgment, as it does in the minds of so many of us, always.

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Perhaps a Northeast Passage

THE Russian icebreaker, Sadko, exploring Arctic waters between Franz Joseph Land and Nicholas the Second Land, reported recently the discovery of a channel of warm water—relatively warm, that is, with a 30-degree temperature—stretching toward the North Pole.

Captain George Ushakov, the discoverer, was at approximately 81 degrees North Latitude when he radioed the news. How much of the 700 miles northward to the Pole is open water, he did not then know.

Immediately the Gulf Stream is thought of. Is this newly found water channel in the Arctic one of the hitherto hidden portions of that strange ocean current?

And is there, after all, a northerly passage over Europe to the Far East?

More work for icebreakers and aviators to perform in mapping those unknown wastes on the top of the world! And we, sitting at home, may learn of their feats by wireless almost instantly.

Incidentally—it is good to see Russia making contributions to natural science.

Our Neutrality and Ethiopia

THE United States in 1935 does not intend to repeat the experience of the United States in 1915, 1916, and 1917. Our government, undeniably following the trend of popular feeling, has adopted a policy of keeping out of wars which are—in one sense at least—"none of our business."

The incident of the Ethiopian concession serves to illustrate this hands-off policy. The Ethiopian emperor, in a sensational stroke of strategy, cedes half his empire to American oil interests for exploitation. The admitted purpose of his action is to thwart Italy. Diplomatic circles buzz with excited conjecture for a few days. Then—quietly but effectively—the State Department at Washington holds a conversation with the officials of the Standard Vacuum Oil Corporation; tells them the proposed arrangement would embarrass the United States, and they had better not go through with it. He informs them, moreover, that the United States would take no responsibility for anything which might happen to their men or property in Ethiopia. The oil men yield to Secretary Hull's persuasion, and call off the deal.

Even in 1915, our government might have been unwilling to fall into so obvious a trap. But today—the move of Washington was precisely in line with our new neutrality policy, adopted by Congress in the closing days of its recent long session. Hereafter the United States will refuse to be drawn into war to defend American shipping or American trade in arms with belligerent nations. Congress has also placed a temporary embargo on the export of munitions to warring countries. This is playing safe; but many observers consider the embargo unfair, since it virtually favors the stronger, better equipped of the two nations on the verge of hostilities.

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Passing the Joneses

A MOTORIST is heard to exclaim: "This old piece of junk won't go over fifty-five!" This amuses us in 1935, but by 1940 no one will be able to see anything in it but a stupid remark. For by that time, normal motoring speeds will, presumably, be up another ten miles or more.

Sir Malcolm Campbell, urging his automobile to reach 300 miles an hour—in Utah, on September 3—hoists the world record to 301.1292 miles per hour. Temporarily he is satisfied.

True courage which deliberately takes risks for the sake of making some worthwhile advance, has long been an admired attribute of mankind. By it the race has climbed to new heights. Individuals who manifest courage of that sort are the envy of those who have it not.

But courage which has no worthy object, and expresses itself in racing with railroad trains at grade crossings, or in passing all other cars on the road regardless of curves and other hazards—this is not courage at all but stupidity.

"Speed is king," we say. "Speed is undertaker," might be said with greater truth.

Speed multiplies the death-dealing possibilities of every least mischance. There may be occasions when one must drive with Death at his elbow. Who but a fool would choose to do so for the sake of arriving a few minutes earlier, or to make up for one's failure to start in time to meet an appointment?

Custom has a lot to do with making fools of millions of us. We keep up with—or outstrip—the Joneses, on the road as elsewhere.

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Sanctions

FREQUENTLY heard in diplomatic circles is the word "sanction." Great Britain wants to apply "sanctions" to the dispute between Italy and Ethiopia—sanctions directed at Italy. Great Britain would like France and other members of the League to join in applying sanctions.

This use of the word is an unaccustomed one to many of us. We are acquainted with the verb "to sanction," meaning to permit. And we may recall the Latin word *sanctus*, sacred.

Evidently the noun "sanction," when employed in relation to a treaty, means some threat or penalty to make it sacred to a nation that chooses to hold it as a scrap of paper.

Following the armistice of 1918, there was much talk of sanctions to insure that Germany would keep whatever promises she might be required to make at the peace table. The Hitler government has since renounced certain parts of the Versailles treaty—for reasons which seem valid enough to Berlin, no doubt. The point is that neither the League of Nations nor the major powers of Europe have been able to invent or agree upon effective sanctions to prevent a recalcitrant nation doing as she pleases.

It looked simple, when the League was under construction, to say that that body could exercise economic restraints, embargoes on arms and other goods and on credit, to discipline a warlike nation. But when that nation's membership in the League is vital to the League itself, as Italy's membership is thought to be—sanctions have to be discarded.

It is an old experience after all. Individuals, organizations or governments that refuse to hold their pledges sacred always have been and always will be hard to deal with. Unless sacredness comes from within, it cannot readily come from without. And wherever the nationalistic ego becomes swollen by patriotic ferment—treaties turn to scraps of paper.

Arson W. Belding

The Round Table

How Much Academic Freedom?

WILLIAM MCANDREW:—

"You can make a logical argument for keeping your mouth shut on every controversial question. You can also prove that it is your business as a teacher to get free discussion of political and economic questions in your classroom. The school belongs to the people. They are taxed heavily to support it. The people are represented by school boards. The majority of school boards, as shown by the canvasses made of their members by researchers, desire the children taught that we have the best government in the world and that it should be preserved as is. On the other hand the intelligent patriots who created the fundamental rules of the nation distinctly said the American government is an experiment, it should be watched, viewed with suspicion, and changed when it fails to give the equality, liberty, justice, happiness and general welfare for which it was set up. To enlighten public opinion on these matters the founders instituted a system of public schools. If you have a school board controlled by interests opposed to freedom, equality, justice and general welfare—a board unwilling to have the schools consider those political and economic problems on which an enlightened public opinion was promised through public education, you are in tough luck. The majority of you are in a precarious condition so far as liberty is concerned. So were S. and J. Adams, B. Franklin, G. Washington, T. Jefferson, and a splendid group of men whom you are teaching your children to admire. If you teach that these men should be imitated, you are in danger much less than they were, but in jeopardy, it is true.

"What did they do? They got together. They stood by one another. They enlightened public opinion."

The Constitution

GEORGE W. LYON, Pittsburgh, Pa.:—

"The Constitution is our basic law. It is the foundation on which rests all law, order and justice. It is the people's charter of guaranteed rights, liberties and securities. As such it must be upheld and defended at all times, and at all cost.

"Gladstone, the great English statesman, called our Constitution 'the most wonderful work ever struck off at a given time by the brain and purpose of man.'

"This is true in a measure, but we are not to forget that the framers of our Constitution had some very good models in Magna Charta and the Bill of Rights.

"The Supreme Court, established under the Constitution, has from the first been the great interpreter, supporter and defender of our basic law.

"The Court in rendering its recent decision against the NRA is credited by some with having saved the Constitution.

"It still is doubtful if the NRA very seriously undermined any of the fundamental provisions of the Constitution. The Court has made some classical errors of judgment in the past, among which may be cited the Dred Scott decision, and in more recent times, passing favorably on the constitutionality of the Eighteenth Amendment. And we must not forget the Court's inhuman attitude toward child labor.

"We have come to regard the Constitution as sacred and inviolate. No doubt the English people have the same regard for Magna Charta. Both are human documents, products of the day and age that brought them into being. Sacred as are both documents, they are not of divine origin.

"The English people have never hesitated to deviate slightly from Magna Charta when such deviation was in the greater interest of humanity.

"Much as we revere our Constitution as the guarantee of our rights and liberties; loyal as we are in its support, and ready as we are to defend it at all times, we must ever remember that, as humanity is above nations, so also is it above constitutions."

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The Gambling Spirit

W. A. BALDWIN, Hyannis, Mass.:—

"During the Narragansett racing season last autumn the question of the ethics of taking a chance came very naturally into our ethics class discussion.

"The class consisted of forty teachers and principals of schools. At first nearly the whole class surprised me by their attitude. Not to take a chance seemed to most of them lacking in sportsmanship and even puritanical.

"That there is danger in forming the habit of getting something for nothing did not seem to have occurred to them.

"I suggested that each consider the matter under the following heads: (1) Some effects upon the one who loses his money. (2) Some effects upon the one who gains his money. (3) What happens to money gained by gambling? (4) In the long run, which is more fortunate, the winner or the loser?

"The story is being told that a telegram was received by Mrs. Rogers from Henry Ford offering her a $7,000 Lincoln car. She was much pleased, but when she showed the message to Will, he said: 'No, I don't want to get something for nothing.' Mrs. Rogers agreed with him. 'I guess you're right again, Will.'"

The News Digest
OF EDUCATION

New Schedule
Wage Plan for Low Paid Teachers in St. Louis

ST. LOUIS.—Acting under authorization of the local Board of Education, Dr. Henry J. Gerling, superintendent of schools, has submitted a new schedule of salaries for lower-paid public school teachers. Dr. Gerling said that about 1,100 of the 3,000 teachers in the system, mostly in the lower-salary brackets, would be affected and receive increases ranging from 2 per cent to 10 per cent a year. Salaries of higher-paid teachers will not be affected by the adjustment. The adjustments mean restoration of automatic salary increases suspended two years ago, and will bring lowest-paid teachers' pay up from $1,200 a year to a new minimum of $1,300.

Record Enrollments Forecast By Many Colleges, Universities

CHICAGO.—With vacation days for college students virtually at an end, major educational institutions throughout the nation are preparing to welcome a record enrollment.

From several widespread sections came reports of substantial increases in expected attendance. Iowa, Wisconsin, and Minnesota, where farm conditions were described as much improved, were among the most optimistic.

The University of California and the Los Angeles affiliate officials said their 1935 enrollment may reach 12 per cent above last year's. Numerous schools reported their facilities already were taxed to the utmost.

A movement toward a reduced cost of education, inaugurated this year at Northwestern University, where dormitory and school fees were cut drastically, had few followers.

More than balancing the few decreases were increases in dormitory rates in some Oregon colleges and universities, and plans announced by others to raise some charges. But students who work all or part of their way through school will find increased opportunity for jobs over the past several years, school heads generally agreed.

Founds School
Miss Doherty Establishes Central American School

MANAGUA, Nicaragua. — Miss Helen Lee Doherty, of New York, who is the guest of Miss Maria Sacasa, daughter of President Sacasa, has purchased land in Jocoto Dulce, eight miles from Managua, on which a school will be built from funds donated by Miss Doherty. Miss Doherty, the daughter of Mr. and Mrs. Henry L. Doherty, is prominent in social affairs in the United States. She met Miss Maria Sacasa in Washington while the latter's father was the Nicaraguan Minister to the United States. Miss Doherty in 1933-34 served as secretary to Mrs. Ruth Bryan Owen, United States Minister to Denmark.

Drive on Reds
Michigan College Now Administers Allegiance Oath

EAST LANSING, Mich.—Michigan State College took steps recently to combat campus radicalism. Dr. Robert S. Shaw, president, announced that all instructors would be required to take an oath of allegiance to the United States when they return for their teaching careers this fall. The oath is ordered by an act of the 1935 Legislature. Dr. Shaw said the administrative group of deans would decide how the oath shall be administered to students when the administrative group of deans meet. The deans themselves determined on the necessity of such an oath following a student demonstration last spring. No instructor of a foreign origin is now retained by the college, Dr. Shaw said.

More Teachers
Placement Head Notes Bigger Demand

BOSTON.—Proof that prosperity is lurching around that corner, instead of lurking, is offered by Warren E. Benson, director of the Boston University bureau of appointments. During the month of July Mr. Benson placed more graduates in positions than he did all last year. Placements for the month were 10 per cent greater than the total for 1934. "It seems evident to me," he said, "that the towns and cities throughout New England are recovering slowly but surely. My best indication is the demands I have received for teachers in the fields of music, art, and physical education. These three fields were considered unnecessary during the depression and many systems dropped these courses from their curricula. Today they are being resumed, showing that many towns are increasing their budgets and that the depression is slowly, but definitely, passing out of New England."

Government Pay-Envelope for Job-Needy Graduate Students

WASHINGTON.—Some 6,250 needy graduate students are to be given part-time employment which will enable them to continue their studies, it has been announced by Aubrey Williams, executive director of the national youth administration. This aid, which will be available to graduate students pursuing study toward non-professional degrees, is in addition to aid available to college students under regulations previously announced.

Eligibility of graduate students for such employment, according to a letter sent by Williams to every state youth administrator, will be based on the necessity for aid, and on the ability to do high grade advanced work.

All students benefiting by the program are to be employed on "socially desirable" activities and research on part-time basis under the supervision of the co-operating institutions of higher education. Such work will take advantage of their special training and abilities.

The new allotment makes provision for graduate students who have not completed a full year of graduate study to earn an average of $25 a month (or a maximum of $30 to any student). Students who have already completed one year of graduate study may earn an average of $30 a month (maximum, $40).

"Progressive" Schools Report Shortage of Suitable Teachers

NEW YORK.—In various parts of the country schools of the so-called "progressive" type report that they cannot obtain enough teachers of the calibre and education they require.

One training school for such teachers in New York City has received in one year seven times as many requests for teachers as it had graduates available for placement. Salaries offered ranged in amount from $1,500 to $3,000.

Most candidates fail of acceptance because of lack of broad cultural background or because of training for a different type of school.

"Progressive schools practically rule out normal school graduates as teachers because they have had too much training and not enough education," explains Miss Elizabeth Irwin, director of the Little Red School House, a progressive school in New York City. "This clears the field of over 90 per cent of the candidates who are crowding it."

Progressive schools want college graduates, and they are willing to train them inside their own schools. Especially do the progressive schools seek college men as teachers because they believe men have a viewpoint different from women teachers, which is of value to growing children.

Co-operative Work

Black Mountain College Beyond Experimental Stage

ASHEVILLE, N. C.—A co-operative college, where faculty and student perform all necessary work from wood-chopping to acting in a Shakespearean play, opens for its third year this Fall. Black Mountain College, near here, now considers its experimental stage completed. The co-operative scheme arose during Black Mountain's first years when several students expressed a desire to experiment in managing and working the college farm. After long discussion it was decided that they might do so, under the guidance of one of the instructors. As a result the farm now supplies the community with moderate amounts of both food and exercise. The tendency toward self-sufficiency, which the farm and the school exemplify, is exhibited in other ways. Some students construct useful articles, such as bookcases for the library or looms for the weaving class.

India's Students

Many Are Studying In Foreign Colleges

LONDON.—Dr. Thomas Quayle's "Report on the Work of the Education Department of the Office of the High Commissioner for India" for the year ended last September has been published, showing that the number of Indian students at universities of the United States and Continental Europe is estimated at 2,000, while the number in the British Isles is nearly ten times greater. The majority of these students are, on the whole, well qualified to embark on the courses for which they have come, it is stated. There have been many academic successes among Indian students in the British Isles and the athletic and other distinctions won by them show they are taking an ever-increasing interest in the corporate and social life of the colleges. Many of these students are post-graduates, who, after taking degrees in India, have come to the British Isles to do advanced or research work for which the necessary facilities are not always available in the East. An important change is that most of the students are training in various scientific and technical professions instead of largely confining themselves, as they did too often, to cultural and legal training.

Personal Grooming

Girls to Learn Art Of Effective Make-up

COLUMBIA, Mo.—The feminine art of wielding a powder puff has been taken off a hit-or-miss basis recently with announcement of a personal grooming course at Stephens College, a school for young women. There will be make-up tables, fitting rooms, apparatus for clothes analysis and equipment for study of skin-care preparations. There will be two main divisions of the course—personal care and clothing ensemble. Faculty members in the new course will bear such titles as "stylist," "beautician," and "hygienist," and all faculty members will be women. Credits will be awarded as in other courses.

Speedy Work

Chicago Mother Gets B. A. Degree in 9 Months

CHICAGO.—The woman holder of the speed record for obtaining a bachelor of arts degree at the University of Chicago found the task "hard, but fascinating," and has returned to her studies. She is Mrs. Martha Friedman Marenof, thirty-five years old. Enrolled in eleven formal courses for but nine months, she passed examinations for which the average student studies for four years. Mrs. Marenof got her A.B. degree in ancient Oriental cultures from President Robert Maynard Hutchins at the university's 181st convocation exercises. In addition to her studies—Mrs. Marenof estimated she had passed eight hours daily preparing for her examinations—she managed a household for her husband, an instructor in the College of Jewish Study, himself a student of theology and Hebrew, and two small children. Besides 1,200 books in her own library, Mrs. Marenof estimated she had read 300 volumes required by the university, 200 classed as optional reading, and hundreds more before she enrolled as a student.

Lindbergh Trustee

HACKENSACK, N. J.—Articles of incorporation for the Little School of Englewood, naming Colonel Charles A. Lindbergh as a trustee, have been filed in the office of County Clerk James W. Mercer. The school, established in 1930, by the late Mrs. Elizabeth Reeve Morrow Morgan, daughter of Mrs. Dwight W. Morrow, has an enrollment of sixty pupils ranging between the ages of eighteen months and five years. It is expected that Jon Lindbergh, two-year-old son of Colonel and Mrs. Lindbergh, will become a pupil in the school when the Fall term opens. Other trustees' names in the incorporation papers include Mrs. Dwight W. Morrow, widow of the former United States Senator and Ambassador to Mexico; Audrey Neil Morgan, husband of the founder; Miss Constance Chilton, headmistress of the institution; the Rev. Dr. Henry Pitney Van Dusen, of the Union Theological Seminary; Alan C. Valentine, of the University of Rochester, and Mary Lewis, of Cleveland.

Neighbors Queried

Family Next Door Is Basis of Thesis

ST. LOUIS.—Asking questions about "the family next door" won for Mrs. Jessie Bernard a degree of doctor of philosophy from Washington University. Mrs. Bernard is the wife of Dr. Luther Lee Bernard, professor of sociology at the university. She questioned 531 St. Louis housewives on "neighboring" and arranged the answers in a 125-page thesis. Students aided her in questioning the housewives and in compiling the material. After careful consideration she concluded that "neighborliness may be said to be a middle and lower class phenomenon which tends to be at its height in stable areas where young families who own their homes live, and where flight or exodus has not yet begun." Mrs. Bernard's study revealed the chief factors bringing neighbors together were church, club membership, presence of a best friend as a neighbor, home ownership, having small children.

Among the Schools

Easier Studies in First Grade Planned for St. Louis Schools

ST. LOUIS.—"Latest psychological studies all show that it is better to postpone the beginning of routine school studies for children of 5 and 6," Dr. Henry J. Gerling, city superintendent of instruction, declared recently.

Dr. Gerling's interest in the question of the best beginning age for children was aroused by Board of Education studies showing the incidence of school failures. He found an abnormally large number of children failing in the first grades of grammar school and in the first year of high school. This, he now believes, may be partly due to their being pushed into work for which they are not mature enough.

He already has made some changes to adjust studies to ages. For several years the primary grades have given up the teaching of writing except in large simple "manuscript form." Beginning this fall, the superintendent will experiment the next few years with dropping reading and arithmetic in the first grade. In the high school, students will not begin algebra until the third year, when they are a little older and more prepared to cope with it.

This plan is carrying out his belief that it is a mistake to begin their formal academic education too early when they are not mature enough physically or socially to use books or attempt to grasp abstract symbols.

Enrollment Down

Maynard Schools List Fewer Pupils

MAYNARD, Mass. — The Maynard public schools opened the new school year with an enrollment estimated by Superintendent of Schools James P. King, of 1,350 pupils. This is slightly smaller school population than last year, the decrease coming in the grade schools, due to a lower birth rate the past decade. With nearly 500 registered the senior high school is crowded. There are 300 junior high pupils. Miss Eleanor S. Colburn, of Westford, who has been teaching in the Carlisle schools, came here as the new supervisor of music, succeeding Miss Elsie Jeffries. Miss Eileen Doyle, of Newton, a graduate of Emmanuel College and Burdett College, is a new assistant to the head of the high school commercial department, and Robert Madsen, of Ayer, is a new junior high teacher, replacing Edward Leahy, who has resigned to teach in Bellingham.

Delay Opening

Paralysis Scare Keeps Boston Schools Closed

BOSTON.—Boston public and parochial schools will not be opened until October 1 because of a prevalence of infantile paralysis. Announcement that the opening of Boston's schools would be postponed came with startling suddenness from Dr. Charles D. Mackey, chairman of the school committee, after he had conferred with Dr. James A. Keenan, director of the department of school hygiene. As soon as he was informed of the decision, the Rev. Richard J. Quinlan, diocesan supervisor of parochial schools, declared that he would issue a similar order to the schools in his jurisdiction. This order will affect 170,000 Boston boys and girls. Of these about 35,000 are pupils of the parochial schools. The others are enrolled in the nineteen high schools, two trade schools, and eighty-five grade schools of the city. This action was taken in the face of a statement of the State department of health that it saw no reason to delay the opening of schools, such action never having checked the three-months' cycle of the disease. State authorities also indicated that it might be wiser to have children under the supervision of teachers, nurses, and doctors than at large.

Pay Raise

North Carolina Boosts School Salaries 20 Per Cent

CHARLOTTE, N. C.—Public school teachers in North Carolina are to be granted a flat increase of 20 per cent in salary for seven months of the next annual term of eight months, according to the program adopted by the State School Commission. For the eighth month they will be paid according to what money is available after the seven months' salaries at the increased rate have been taken care of, so it is understood from a statement of Leroy Martin, executive secretary of the commission.

New Unit

Ceremonies Connected With Cornerstone Laying

QUINCY, Mass. — Handling the second trowelful of cement at the laying of the cornerstone of the third unit of the North Quincy High School recently was nothing new to James N. Muir, superintendent of schools. He said he was still a paying member of a building trade union, The Knights of Labor, an organization which he had joined at the age of fourteen. Mayor Thomas S. Burgin gave a short speech before inserting the first trowelful of cement. A copper box was placed in the cornerstone with 1935 coins and documents regarding education and the school system of today.

Tour States

Boys, Under Leader, Motor Over 13,000 Miles

NEW YORK.—Nine travel-stained boys, pupils of the Horace Mann School, and their tour director, John Dallavo, returned to New York City early in September after a 13,000-mile automobile tour of the United States. They left June 30, made a wide circuit which took them as far south as Agua Caliente, Mexico, and north to Lake Louise, Banff, Canada, visiting important cities and the scenic wonders of the Grand Canyon, Yosemite Park, Sequoia National Forest, Catalina, the Columbia River, the Black Hills, the Mohave Desert, and other points of interest. They were enthusiastic about the trip and rated it as more valuable than a year's academic work. The journey was a co-operative venture, the boys sharing the work, and, according to Mr. Dallavo, learning how to have a good time on a small expenditure of money. Every boy posted $175 for expenses and all received a refund at the end of the tour.

Red Propaganda

MARBLEHEAD, Mass.—A resolution sharply condemning the dissemination of communistic propaganda in American schools and colleges was adopted at the concluding session of the eighty-ninth national convention of the Order of United American men here. A copy of the resolution was sent to President Roosevelt and various legislative bodies.

Flag Waving

Oath Law Creates Demand for Banners

FALL RIVER, Mass.—Hector Belisle, superintendent of Fall River public schools, has notified the school committee that to comply with the Massachusetts "teachers' oath" bill which stipulates that the flag must be on display in front of each building and in each classroom, the city will have to purchase scores of flags and a baker's dozen of expensive flagpoles. Also, the law requires teachers to sign an oath that they will support the state constitution. Superintendent Belisle reports that all the teachers are familiar with the federal constitution but few have ever read the state constitution. They desire to read the state constitution before they sign the oath to support it, and Superintendent Belisle reports that sufficient copies should be provided. A survey of the schools discloses that fewer than a dozen of the city's schools have flagpoles which can be used. The other eighteen or twenty schools need new flagpoles because the old ones have become so decayed they are a menace, Superintendent Belisle declared.

Activity Release

Parents Sign Form Taking Full Responsibility

CASPER, Wyo.—An activity release form, as drawn up by Superintendent R. S. Hicks, is now used here to be signed by parents of students participating in any hazardous activity of the schools. The Board of Trustees had tried at different times to take out group insurance so as to protect parents against costs which might arise from injuries received by students engaged in such activities but found that such group insurance is not obtainable. The form used reads as follows: "Your (son) (daughter) has signified a desire to participate in the following activity or activities: (names of activities inserted). Statement of parent: I hereby permit my (son) (daughter) to participate in the above named school activity or activities and agree to assume any and all responsibility for any injury which (he) (she) might receive while participating in such activity or activities." The signature of the parent or guardian completes the document.

Making Up

Plan Suggested That Extends Formal Schooling

MANCHESTER, N. H.—To help adults extend their formal education that may have been cut short for some reason or other, Louis P. Benezet, superintendent of schools here, is suggesting to the New Hampshire Board of Education that high school equivalency examinations be made available somewhat along the lines used in Indiana. "It is our hope," he said, "to offer either in the late afternoon or in the evening, certain classes which will lead to examinations in subjects of high school rank as well as those of first or second-year college. We would not be confined by college entrance requirements, to the old stereotyped course of study involving ancient language, formal mathematics, ancient history, etc. It would be possible to take up such subjects as economics, social problems, government and politics, and industrial chemistry. It is to be hoped that such a program would appeal to a number of people who realized too late what they have missed in not securing a high school diploma."

Book Travel

Narberth Library Sponsors World Travel

NARBERTH, Pa. — To promote reading in the summer, the Narberth Community Library sponsors a travel club that carries the endorsement and is encouraged in the local schools. Eighty-nine boys and girls registered in the club during the past season with several completing a world tour with books. A second-grade girl was the first to circle the globe, visiting ten countries, through books, before reaching home again. In November, when all the records are complete, the members will be judged and prizes and diplomas awarded.

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Personal Mention

W. G. Coburn Retires

BATTLE CREEK, Mich.—William G. Coburn, superintendent of schools here for forty years and oldest superintendent of a Class A high school in Michigan, has resigned his post. Beginning as a country school teacher, at the age of eighteen, Dr. Coburn taught in Verndale, Minnesota, and Vicksburg and Allegan, Michigan, until 1895, when he was chosen superintendent of the Battle Creek schools. Every teacher but one in the local schools was hired during his regime, and new school buildings costing $5,000,000 were constructed. He organized the Ann J. Kellogg School, which was the first of its kind to meet standards set up for health schools at the Hoover White House conference.

WILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia, and past president, National Education Association, has accepted appointment as representative of the National Education Association on the National Committee on Education by Radio. Dr. Sutton, whose membership began September 1, takes the place made vacant by the resignation of Joy Elmer Morgan, who, since the formation of the committee, has served as its chairman.

Hall to Acton

ACTON, Mass. — Walter F. Hall, formerly principal of the Canton High School, has been appointed superintendent of the Acton schools and principal of the high school. The high school began the fall term with a slight increase in enrollment over last year.

Ankenbrand to Rockford

ROCKFORD, Ill.—W. W. Ankenbrand, formerly superintendent of schools in Mansfield, has assumed his new post as head of the public schools in Rockford. Superintendent Ankenbrand succeeds Frank S. Jensen. Born in Aubler, Pa., thirty-seven years ago, Ankenbrand quit school when he was fourteen years old to take a job, out of family necessity, that paid him $3.65 a week. He continued his studies by attending night school along with his job. Armed with necessary credits and $40 in cash, he later enrolled in West Virginia Wesleyan College. He holds an A. B. degree from Marietta College; an A. M. degree from Ohio State University, and a Ph. D. from New York University.

Cross to Tougaloo

BOSTON. — The Rev. Judson L. Cross, for eight years New England regional secretary of the Congregational and Christian Commission on Missions, home and foreign, has taken up his new duties as president of Tougaloo College, Tougaloo, Miss. He succeeds President William T. Holmes, who was head of the college for twenty years, retiring in 1933. Tougaloo was the first Negro institution in the state to receive a "standard four-year college Class B" rating from the Southern Association of Colleges and Secondary Schools.

Kopka Promoted

HAMTRAMCK, Mich.—Merland A. Kopka, in charge of finance and purchasing for the Hamtramck schools, has signed a three-year contract as superintendent of schools, filling the vacancy caused by the death of M. R. Keyworth, killed in an automobile accident shortly before he was to have taken office as State superintendent of public instruction. Kopka, whose home is in Pleasant Ridge, formerly was principal of Hamtramck Junior High School and a State school inspector. He is a graduate of Michigan State Normal College and the University of Michigan.

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Visiting Schools in West Africa

(Continued from Page 391)

one of their own number, they pronounced over and over again a long series of syllables, such as *ba, be, bi, bo, bu,* etc.

It is with a feeling of both shame and resentment that I record education in Liberia to be almost *non est.* For backwardness in every way this poverty-stricken orphan of America's is probably without an equal in all West Africa, yet the land is almost unequaled in potential wealth. Except in the few towns where dwell the progeny of the expatriated blacks, there are almost no schools. According to our Vice Consul at *Monrovia,* who was a fellow passenger on the steamship *West Kebar* en route to his post, there is no educational institution in the land capable of preparing a person for entrance to an American college, although there are one or two so-called "colleges."

Apparently the trouble in Liberia is that the descendants of the former American slaves have no interest in trying to uplift the large native population around them, whose blood for the most part is far purer than their own. In fact, if the stories one hears out there be true, some of the political leaders had no moral compunctions against enslaving them for their own advantage. It is a safe assertion that the Liberians would be far better off as colonial subjects of either Great Britain or France than as an independent people. They might have to pay a heavier head tax than now but they would have something tangible to show for it. For one thing, there surely would be roads connecting the more important places, instead of just native tracks through the jungle and forest as today.

In concluding this brief "peep," I want to mention what is possibly the most promising educational force now at work in West Africa. In all the English colonies, except perhaps *Sierra Leone,* there are, I believe, one or more American trained "Jeanes' teachers." Slowly but surely their influence is spreading throughout the land, and native life already is reflecting it through more regard for sanitation and better living conditions.

The Alcove for New Books

The Forgotten Intelligent

EDUCATING SUPERIOR STUDENTS. Co-operative Studies Carried on under the Auspices of the Association of First Assistants in the High Schools of the City of New York. Edited by Helen Louise Cohen and Nancy G. Coryell. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This volume, "Educating Superior Students," is the result of a composite study made under the auspices of the Association of First Assistants in the High Schools of the City of New York. And if any one has heretofore assumed that the high schools of that metropolis are concerned only with mass production, that person is due for a surprise and an agreeable one, as he discovers the attention which has been paid to individual needs and to the special welfare of the most intelligent.

Numerous suggestions of great value are offered from the experience of the New York schools in each of the major fields of study.

In the general summary with which the volume closes, there are keen observations on the worth and limitations of the intelligence test—cited as the best device yet invented for classifying the students as to ability. And there are pertinent warnings against over-exploitation of the superior students; against impairment of health; against the dangers of one department vying with another in demands upon the pupil's time and strength. The concluding paragraphs voice a plea for integration rather than too great diffusion.

Successful self-realization through worthwhile service is the goal these conscientious New Yorkers have held before themselves. From their observations thus far, educators everywhere may learn much that will aid them in the solution of their own problems of a similar nature.

• •

The Role of Citizen

CIVICS AT WORK. By Thames Ross Williamson. Revised by William A. Hamm. Boston, Chicago, New York, London, Atlanta, San Francisco, Dallas: D. C. Heath & Company.

Possibly the thing that is really happening in education today is essentially an application of good salesmanship. "Civics at Work" plainly exemplifies this thought — for it is skillfully aimed at arousing in the learner a desire to learn. It starts with what the advertising experts call "you interest," and it maintains that "you interest" throughout.

Descriptions of governmental frameworks are held in abeyance for many pages. So, too, are the usual preachments about the citizen's responsibility to his community and his government. Instead, the pupil is led from a consideration of his own familiar environment to see how interwoven is his own life with that of society and the state. Part way along the interesting journey, the pupil finds himself thinking about his career; asking himself some pointed questions whose answers should help him to decide what kind of job he will seek, and what kind of worker he will strive to be to hold a job and win promotion.

Only after the book has thus made friends with the student, does it discuss with him the things he needs to know about the several governments under which he lives—local, state, and federal, and the role he should play in relation to these governments.

Rarely is a text produced even in this era of superior schoolbook-making that appears to be so well aimed and well balanced as this one.

• •

Life of Plant and Animal

BIOLOGY. By Frederick L. Fitzpatrick, Associate Professor of Natural Sciences, Teachers College, Columbia University, New York, and Ralph E. Horton, Seward Park High School, New York City. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

A distinct advance for high school and college students occurred when botany and zoology were merged into a general course in biology. A further advance is registered in such an arrangement of the materials of general biology as this textbook has achieved.

"Biology" by Fitzpatrick and Horton is evidently directed at opening up the field to orderly comprehension by the student. The purpose is not to confuse him with names and classifications.

Here, instead, the student is introduced to the underlying principles, through a series of seven major units. These are: The Changing Environment; Protoplasm, the Cell and the Organism; Life Functions; Adaptations of Behavior and Structure; Reproduction; Variation and Heredity; Plants and Animals in Relation to Human Affairs.

Definitions and descriptions are in simple terms. The student using this human and interesting text should gain a broad grasp of biology, including much of what it has so far learned to man's advantage; the sort of knowledge that an intelligent person can store away for future service.

The authors are to be commended heartily for their masterly handling of the elements of this highly significant and steadily growing science.

• •

Our Nation to Date

SCHOOL HISTORY OF THE AMERICAN PEOPLE. By Charles R. Robbins, Ph. D., Professor of Education, State University of Iowa, in collaboration with Elmer Green. Yonkers-on-Hudson: World Book Company.

Teachers who enjoyed using the earlier edition of "School History of the American People" will be grateful for this revised edition, which brings the record forward and makes the book even more teachable than before.

The organization of material is such as to place the emphasis on topics more than upon chronological sequence. Yet chronology is kept sufficiently clear as well.

The style is straightforward, simple, and graphic. The modern tendency to include social, economic, and political phases of a nation's development, to the subordination of military campaigns and engagements, has been followed to a reasonable extent.

Illustrations and specially drawn maps are abundant and well adapted to enhance the effectiveness of the text, which is indeed one of the most attractive of this season's schoolbooks. The young American who studies the story of his country's growth and experience with the aid of Dr. Robbins's "School History of the American People" should obtain a firm grasp of the subject and become a more intelligent citizen of the United States and the world neighborhood of which it is a part.

Winshipisms

"A burden cultivates strength when it is carried cheerfully."

•

"Not to appreciate health is not to deserve it."

•

"Life is a perpetual challenge to death, but death wins in the end."

•

"A pessimist is one who is jealous of an optimist."

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Grins Between Grinds

Who Wouldn't?

Tommy—"Aren't you driving rather fast, dad?"

Dad—"You don't want to be late to school, do you?"

Tommy (thoughtfully) — "No-o-o. But I'd much rather be late than absent!"

• •

Speaking of Chains

It seems the chain-letter craze hasn't entirely died. Anyway, according to Colliers, there is one going the rounds which reads:—

"When you get this letter send your wife to Reno and instruct your lawyer to send her to the man whose name heads this list. Then, as soon as the divorce is granted cross off the top name, write your name and address at the bottom and write ten of your friends instructing them to send their wives to Reno. When your name reaches the top of the list you will receive 16,828 wives. This will be very exciting."

• •

Shots Were Wild

Rastus was ordered to get his boss a turkey for Sunday. He fetched the turkey, and his boss said Monday morning:—

"Rastus, that was a wild turkey. You know I don't like wild turkey. It's too tough."

"Dat wan't no wild turkey, boss," said Rastus.

"It was, I tell you. It was full of shot."

"Boss," said Rastus, "dat shot was intended fo' me."

• •

Blindfolding the Devil

One Sunday an elder was approached by some English visitors as he set out for the kirk. He refused with indignation their request for a boat.

They offered a bigger price.

The elder reflected for a moment, "I'll no' let ye the boat," he said at length, "but I'll tell ye what I'll do for ye. See yon wee boat all ready wi' the oars inside? She's mine. Take her, and I'll come down to the water's side and swear at ye, but dinna heed me, and I'll call for the money on Monday."

• •

Different Matter

Mother—"Now, Henry, don't go so far out in the water."

Little Henry — "Yes, but you let daddy do it."

Mother — "Well, that's different. Daddy has his life insured."

• •

Kept His Word

"We'll leave no stone unturned to find your purse," the police inspector assured the young man from the country.

"Golly!" exclaimed the young man as he passed one E. R. A. project after another the next morning. "They certainly haven't lost much time."

• •

Not Afraid

Robert—"I've a great mind to rock the boat and frighten you."

Marie—"Once a young man like you tried that with me and the boat upset."

Robert—"And what did you do?"

Marie—"I swam ashore and notified the coroner."

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The Editors Say...

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Won't you think of yourself, for the moment, as a partner with us in promoting the cause of Better Schools? All that any of us can accomplish alone is pitifully small. But together we may do much.

You have regarded the Journal as something which brings you enjoyable and helpful reading; enables you to surmount difficulties with fresh power and knowledge. Have you ever considered what benefit it can bring to others—your own friends and fellow workers—indeed the whole profession—with a little, ever so little, help from you?

You know the value of recommendations. Someone who believes in you recommends you to someone else. Now the Journal of Education would like a recommendation from you to your friends. If you think well of the Journal, won't you say a good word for it wherever you can? We shall be very grateful, and maybe your friends will be, also.

If you would like us to mail them a special invitation to subscribe or a specimen copy, send us their names and addresses.

Your co-operation will be greatly appreciated and will aid the cause of Better Schools.

•

New Series

The procession of the City School Systems will start in our next issue — with Minneapolis leading. Superintendent Carroll Reed has written a fascinating account of what his community is doing educationally, and why. There is a blending of philosophy and description. This new series of city-by-city reports will challenge the attention of every educational leader in America. The things that are being done by representative public school systems of this country for the molding of future citizens bear amazing testimony to the study that has been put upon our educational problems and the action which is resulting. No one can afford to miss these illuminating accounts. They are packed and loaded with thought-starters.

•

Treasure Hunt

So many calls for the Treasure Hunt that we take the bugle off its hook and b-b-b-blow it lustily again. Come, ye hunters, hunt. Somewhere in an advertisement in this issue is a series of five words—and right here you might have been told what they are if the printer hadn't spilled the type into this gibberish:—

phctyashveinitialtwat

Find the words and note the advertisement and page. Mail your discovery to Journal of Education Treasure Hunt, Six Park Street, Boston, Massachusetts, quick in a hurry. First correct answer to be mailed from your state will entitle the mailer to a four months' subscription—for himself, if not already a subscriber; otherwise for a designated friend.

No answers count if mailed later than October 30.

Answer to Treasure Hunt of September 2—synonyms and antonyms —on page 350.